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JUN 8 1934

JOURNAL OF EDUCATION

JUNE 4, 1934

The Central Theme of this number is

BETTER SCHOOLS

Attention is invited to the articles on *betterment* of *voices*, of *handwriting*, of *budgeting*, and of *intra-mural communication*. . . A story, "The Margin," which won first prize in our short story contest, exemplifies *better understanding of the child*. . . . There is an editorial on "*What Makes Better Schools?*" . . . and there are important announcements of business firms offering *better tools* for *better schools*

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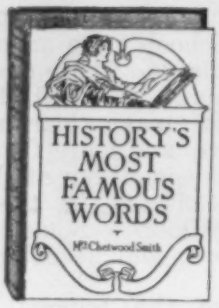

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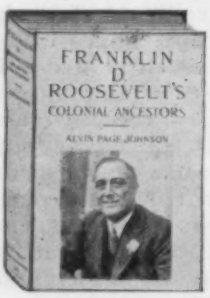

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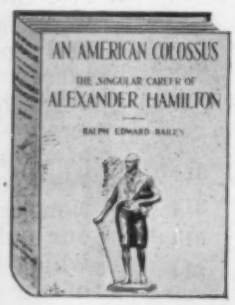

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Volume CXVII | Boston, June 4, 1934 | Number 11

Let's Cultivate Good Voices

By DANIEL P. EGINTON

Assistant Supervisor in Research and Finance
Connecticut State Board of Education

Control of the talking voice has been a neglected subject. Here are eleven suggestions for a teaching program.

WHETHER it be good, bad, or indifferent, one's voice, like the weather, is always with him and plays a major role in the dream of life. Unfortunately, however, due to the emphasis on commas and periods in the typical English program, voice culture and development is sadly neglected, and often not even recognized as one of the most important goals of education.

If a person does not know the present capital of Russia, the latest play of Eugene O'Neil, the books of Edith Wharton, or the senior senator from Idaho, it may make little difference. But when one has a rasping, rough, weak, or nasal voice, others soon find it out, and it might make a world of difference if he had a natural, effective, kinetic, and lively voice. Schools have failed to recognize that nothing gives away so quickly and surely the nationality, the family background, the early environment, the culture, intelligence and the personality as does the voice and speech! It is even an important element in character such as rashness or sweetness. As the first step toward being interesting, pupils should learn to be able to speak clearly, forcibly and correctly like gentlefolk.

The typical American apparently has had little effective speech culture, and is little concerned about this aim of education. If it were not so, we should not find so many half-closed mouths, lazy lower jaws, failures to use sufficient breath to push words out into the air, lazy ears which do not take the trouble to listen to the sounds of words, flat and mechanical and monotonous voices which make no effort to speak energetically, emphasize emphatically, pronounce consonants sharply, give vowels their full values, and ineradicable habits of slumming, sliding, and swallowing unaccented syllables and unemphatic phrases. The description of the voice of the typical American Boy as summarized by Robert Emmons Rogers is a challenge to all school people because it points out one of the greatest needs: "The typical American boy is likely to have a light, narrow jaw, narrow nose, and shallow chest. He has never been taught to breathe deeply. There is often a tendency to adenoids and breathing through the mouth. He has never been taught to use his diaphragm in breathing, or speaking. He does most of his speaking from the throat and up behind the nose. His tones, therefore, are usually light, flat, colorless, and probably nasal."

DANIEL P. EGINTON

Although the principles and methods of speech training cannot be discussed in detail here, a few facts may be stated here which should be incorporated into any comprehensive, modern program of speech education.

(a) *Speech is learned largely by imitation and seemingly bad traits are learned most easily.* It follows, therefore, that all teachers should be masters of speech if they are to set correct examples for their pupils. As part of the program of parental education, parents should come to realize the effect of their speech on their children and be helped to improve it when necessary. Obviously, only the best speech should be used in the home and school in order to give correct

examples for imitation! Children should also learn to observe very carefully the good speech of others—such as certain motion picture stars, radio announcers, local speakers, and the personnel of the school.

(b) *Speech type or habits are set or formed very early.* This fact points out the great opportunity as well as the responsibility of the nursery schools and the education of parents. The schools in the future must exercise every means available to insure that only correct habits are formed during the early, formative stages. It is always exceedingly difficult to correct habits after bad ones have already been formed.

(c) *There is great similarity between speaking and singing voices.*[1] There are at least four common characteristics of sound in which skill is acquired:—

1. Pitch, as in all forms of intonation.
2. Intensity or volume, as in softness, loudness, and accent.
3. Time, as in rhythm, rate of vocalization and the effective use of pauses.
4. Timbre or quality of voice as in purity, richness, and completeness of tone.

Teachers, parents, and children should observe these four factors and the implications which grow out of each. Hence the vocal music program should be integrated with the English program so as to insure carry over.

(d) *Every normal child can develop a beautiful voice if proper methods are used.* The tragedy of many of the wretched voices of adults is that they could have been avoided if only the schools had done their job. Nature has generally provided the endowment or potentialities for good speech, but man has failed to refine and guide them in accordance with the needs of present-day society. There will be no improvement upon this unsatisfactory situation until the needs are more carefully determined.

(e) *A good voice is one of the main elements in self-confidence, professional success, and social intercourse.* In view of these staggering facts, the schools must use systematic procedure to help each pupil develop *his* best speech. We could all enjoy radios, sermons, and professional speech as well as incidental conversations and associations much more if those who spoke had voices which were beautiful and efficient.

(f) *Schools should use every opportunity for speech as an opportunity for voice and speech culture.* This includes reading, dramatics, conversations, playground activities, etc., both in and out of school. Pupils should become very conscious of the qualities of their own voices and know what methods or procedures should be practiced in order to improve them. They should become as efficient judges of good voices as of good compositions, pictures, and dresses. They are more likely to practice all of the time when they evaluate good speech as important as a handsome face, a graceful body, and fine manners. Even the Prince of Wales has not been able to overcome fully the handicaps of a poor voice!

(g) *Children should be stimulated and guided to develop fluency and vigor of the organs of articulation, particularly the tongue and lips.* Special drills and exercises should be provided for each pupil as needed. In order to gain the vitality, it is often necessary to strengthen the whole body of the individual and make specific adjustments of the emotional life. It takes strength and vigor to speak effectively!

(h) *Special emphasis should be given to help pupils break slovenly voice and speech habits.* Some of the most common of these are nasality, throatiness, bad pitch, monotony of voice, too rapid articulation, tongue and lip laxness, slurring and sliding unaccented sounds, lisping, stammering, and stuttering. Obviously, the first step is to determine the specific habits of each pupil and then to set about to overcome them systematically. Hence the schools should analyze rather than criticize.

(i) *Specialists should be secured when necessary in order to deal adequately with severe cases of maladjustment.* Since speech is lined up with the emotional life of the individual and consists of very difficult skills, ordinary teachers are clearly now unprepared to outline and carry out a sound program. The school should co-operate with the home in cases which require the service of a specialist such as a doctor, psychiatrist, dentist, or voice culturist. Ideally, of course, these should be provided at public expense as part of the services of the school.

(j) *Groups of pupils with common needs or problems should be encouraged to work together.* This will tend to break the monotony of working alone which may be unchallenging and uninteresting. Special periods may be set aside for this type of work so as to encourage systematic study. Graphs of the progress of members of the group have been successfully used to stimulate more interest. The groups help to cross-fertilize ideas which are being used with good results.

(k) *Pupils should be supplied with a comprehensive list of modern books on voice culture.* Scientific information in this field should be easily available, so pupils can do independent researches and provide better for their peculiar needs.

1. Seashore, C. E., "The Voice of the Child," Childhood Education 7:286, Feb., 1931.

Handwriting to Be Read

By FREDERICK J. REILLY

Principal, Creston Junior High School
New York City

Studies of eye-movements in reading have led to establishment of norms for print. "Why not for script also?" the author asks.

ELABORATE studies have been made, books have been written, rules have been adopted, to conserve the eyesight of children in the matter of reading.

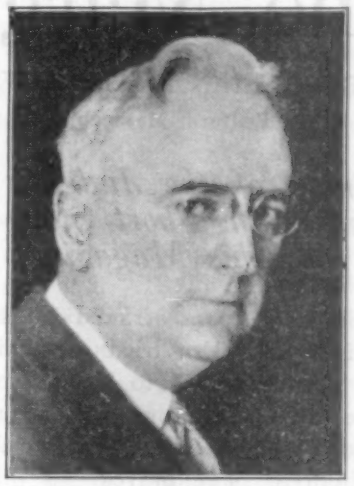
Painstaking experiments have been made to determine the arc through which the eye moves, forward and backward, in picking up a phrase or group of words in the process of reading. By using a moving picture camera accurate records have been made of these eye movements, and norms have been established for various age groups, from beginners to adults.

As a result of these really scientific studies (outstanding contributions to modern teaching methods), we have established very definite rules governing the height of letters, the space within letters, the space between letters, the space between words, the number of lines to the inch, that determine the adoption of books for use by beginning readers, by the intermediate group, and by older students and adults.

This is all as it should be. It constitutes an aid to pedagogy that has made the work of the present-day teacher more effective than the work of the teachers we remember in our youth. This standardization of reading norms deserves to be more widely known than it is.

The point I wish to raise is this: having established definite scientific measures of eye-span in the matter of reading from the printed book, why have we neglected to establish comparable norms for reading script?

Presumably anything that is written is *written* with the idea that it is to be *read*,



FREDERICK J. REILLY

and, in most cases, to be read by someone else. Now if that is so, why have we not attempted to apply some similar norms to the height of letters, the space within letters, the space between letters, the space between words, the question of the arc through which the eye has to swing in order to pick up a phrase or group of words? Why is it that these careful studies that have been made of eye movements in reading the printed page, have not been carried over and applied to reading long hand?

That, to my mind, is one of the unsolved mysteries of our blunderland of education.

Just by way of illustration, I selected two consecutive words, containing sixteen letters, from a book which complies with the rules for adult readers, and found that they occupy 1 and 1-16 inches of space. In the penmanship scale we find that sixteen letters in two consecutive words occupy 3½ inches, practically three times as much space, the height of the small letters being almost the same.

When I brought this to the attention of a committee working on a penmanship syllabus, I got the crushing retort that penmanship cannot "be fitted into the cribbed, confined limits of the printer's ems." As though I had asked them to do any such thing!

It is obvious that because the up and down strokes in script are at an angle ranging between 60 and 70 degrees, the linear space taken up by a series of written letters will necessarily be greater than the space occupied by print of the same vertical height. But is it not logical to feel that there is something wrong when we find this space to be three times as great in writing as it is in the printed forms of the same height?

I am not a penmanship expert, and I should not presume to show how the thing can be done. I am a schoolmaster, much concerned with conserving the eyesight of teachers and pupils. I pity the poor teacher who must pore over reams of compositions and test papers in this elongated writing. I pity the children whose tender eye muscles are constantly put to this strain.

I maintain that *legibility* is the first and only essential in penmanship. Beauty, ease, speed, are very secondary aims.

I maintain further that *legibility* requires *compactness*, in order to reduce to a minimum the arc through which the eye must travel to pick up a group of words.

In the present generally accepted writing scales the space within letters and the space between letters are both too great, producing a sprawling effect in

absolute violation of all that we have learned about reading from the printed page.

It is only a question of how far we can relieve eye-strain by reducing the reading arc, without unduly cramping our penmanship. That is a practical problem which should present little difficulty to experienced teachers who have made a special study of penmanship.

The Story That Won First Prize

The Margin

By LILLIAN E. ANDREWS
New Bedford, Massachusetts

First in the Opinion of the Judges, But Seventh and Last to Be Printed in the Short Story Contest Conducted by this Magazine

A QUESTION pounded back and forth through Stella Daley's mind. She uttered it aloud, almost without realizing it.

"Is it any use?" she asked despairingly. "Is it any use at all?"

The words rang hollowly through the empty schoolroom. It had rained all day, and the place was "stuffy" with the usual variety of smells that seemed to settle and stick in wet weather. Chalk dust, damp shoe leather, a whiff of the onion soup that Bridget Flaherty fed three times a week to her brood, a "barny" smell that always went with the Todds, a smell of something frying that accompanied the Ligados, the scent of boiled turnips that belonged to the Olsons and—the tainted smell of vile tobacco.

This smell made Stella think instantly of Dan Tupkowich, even if she had not been thinking of him before. The stub of a cigarette lay in the waste basket. Stella gave it a sudden, violent poke deeper into the litter of torn paper. She could still see herself marching Dan across the floor by one ear to deposit that stub in the waste basket.

"The little rascal!" she ejaculated, her temper flaming. "I've worked and worked. I've talked and coaxed and pleaded and appealed to his honor. I've feruled him until I was afraid I'd blister his hand. I've tried everything I ever heard of to make a boy behave. I've gone over all my notes about educating intractable children. I've prayed——"

Stella choked. She put up one hand to ease the pain in her throat. Her eyes stung.

"That little, shock-headed imp just goes on disturbing the whole school," she added. "Is it any use to keep trying to help him? Why should I care if he stays in the third grade the rest of his life? I'm sick of Spiny Point. I'd like to climb into the stage today and leave the place forever—shake off the dust of my feet against it."

The good, old Biblical phrase had never held so much meaning for her before. There was certainly dust enough in Spiny Point, she thought, with a quick flash of humor. The air was full of it. When there came a sand storm, she had to close the winds and swelter or be almost buried. And the driving wind brought cinders from the railroad and tumbleweeds from along the fences and scattered them over the school yard, the yard that she tried so hard to keep neat.

"Sand and dirt and heat and flies and fried pork and no library!" said Stella. "Well, the Olsons are clean, anyhow! They may smell of boiled, yellow turnips, but Mrs. Olson scrubs the whole family, even if she has to send fifteen miles for the water and bring it in barrels. And Mrs. Flaherty is the kindest-hearted soul in the world. If salt pork and flapjacks is all she has to feed me, it isn't her fault. She's even planted lettuce seed to try to raise me what she calls 'greens.' Oh, it might be worse! But there's always Dan Tupkowich——"

Stella choked again. "It doesn't seem possible that a ten-year-old boy can make so much trouble," she thought. "He seems to live to plague me. I spent a whole month's salary trying to make this bare schoolroom more comfortable. The other children enjoy the pictures and the plants. But Dan upsets my geraniums every chance he gets. He even spits on the floor. He burns holes in his books with the stubs of the cigarettes he brings in. He sets the other children laughing or he torments the little girls, and puts dead mice and snakes in their desks. What *am* I going to do with him?"

It seemed to Stella for a moment as if all the hardships of her girlhood appeared before her like gaunt spectres. The cheerless days in an orphanage, her struggles to earn and to learn at the same time, working in a private home to get through high

school, the college kitchen and the piles of dishes she never seemed quite to finish washing. At last—her diploma! How triumphant she had felt. But her greatest thrill had come when she had been accepted as a teacher at Spiny Point. She would work with God to make the place better, to help the people and inspire the children. It had seemed so simple, so beautiful, so easily accomplished. And now—now she sat crying like a forlorn child.

Spat! Something struck the back of her neck. A spit. ball rolled across the floor. Stella whirled about and caught a glimpse of a mocking impish face. A shock of blonde hair rose above it. Two bright blue eyes peered around the corner of the door for an instant.

"Dan Tupkowich!" exclaimed Stella. "I certainly will punish you."

Before she reached the door, Dan was half way across the yard.

"Catch me!" he shouted back. "Catch me! Cry baby teacher! Cry baby!"

The taunt stung. "I'm silly to pay attention to him," thought Stella, "but how can I help it? Only think of his sneaking back and spying on me! I wouldn't have cried, if I'd known he was watching. But I guess I am a cry baby," she admitted. "Maybe he was right."

Once more she focused her whole mind on the problem that was Dan Tupkowich. She knew that his mother was dead. His father was a section hand and lived in a shack down by the railroad. The child seemed older than his years in some ways and younger in others. Sometimes Stella wondered if he was really normal, but when he chose to do a thing, he did it. He seemed to be unusually intelligent, if his tendency to mischief could be controlled.

Some sentences that Stella had written for a theme came back to her. "The margin between success and failure is so narrow that no one knows when it is passed," she repeated now. "At the most discouraging moment, one may have reached the turning point. Consider failure as impossible and it will become so. Work as God works, for all eternity, and not for a moment."

"Humph!" chuckled Stella. "I didn't know Dan Tupkowich when I wrote that. But it's true just the same."

The spit ball still lay on the floor. It was so round and well molded. Stella picked it up and looked at it. The little, pellet-like sphere rolled about in the palm of her hand.

"I wonder what I did with that box of modeling clay I brought with me," she thought. "I'll see if I can find it."

The next day was clear and sunny. The rain, so sorely needed, had washed some of the dust out of the air. The distant peaks stood out clear and distinct. Spiny Point was really beautiful.

Stella opened all the windows and let the fresh air into the schoolroom. How sweet it smelled! And the geraniums in the window were beginning to blossom. Red petals peeped forth to greet her.

The children came trooping in and answered to the roll call. There was a "buzzing" as lips murmured over multiplication tables or spelled out new and hard words. Just before ten o'clock a little girl began to sneeze. Another child sneezed. In a moment or two every child in the room began to sneeze. Stella's nose tingled.

"Please, ma'am—Dan Tupkowich has sprinkled red pepper in our jogafries," announced Nora Flaherty. "Ker-chew! Ker-chew!" she sneezed.

Stella began to "ker-chew" herself. Tears rolled down her cheeks.

"We shall have to have our recess now," she told the children. "Take your geographies out of doors and shake them. Dan, you may stay in your seat. Since you made this trouble, you can stay and get the full benefit of the red pepper."

Dan had evidently expected a feruling. He grinned to think he had escaped, but he was a little puzzled at Stella's calm. Beyond whispering several times, he kept fairly still the rest of the forenoon. After dinner Stella brought out the modeling clay.

"We are going to make a map," she told the children. "Hills, mountains, valleys, all in clay. Then you may make something else; something you choose yourself."

An almost startled look came into Dan's blue eyes. Deftly he molded and patted and pinched and pressed. For the first time Stella noticed how long and supple his fingers were. His cheeks flushed. He was wholly absorbed in his work. The range back of Spiny Point took shape, every peak stood out. Then he took another handful of clay. His fingers moved almost lovingly.

"Why, Dan!" cried Stella. "That's Gyp! That's your dog!"

"'Course it is!" returned Dan proudly. "I—I like this, Miss Daley. I like to feel the clay. There—there's something in my fingers——" he looked up with shining eyes, unable to express himself clearly.

Stella's hand closed over Dan's grimy little fingers. "There certainly is, Dan!" she told him warmly. "There's genius in them. Some day you'll be a famous man, Dan."

"The margin!" she was thinking. "The margin. How slender it was. If it hadn't been for that spit ball, I should never have discovered Dan's talent or held his attention. I'm glad I didn't give up, glad I kept trying. Dan will be a problem yet for a long time, but I've won him. *I know it.*"

Schoolwide Radio at Low Cost

By E. W. JACKSON

Principal, David Crockett Junior High School
Beaumont, Texas

How almost any school may install a public address system of radio—adding to efficiency — is here described.

WOULD you like to have a radio-public address system in your school? Would you like to be able to distribute radio programs to all rooms of the building? Would you like to be able to sit in your office and communicate at any time and on a moment's notice with all rooms of your school? Would you like for a number of your school's organizations to broadcast their own programs to the various rooms of the building? All this may be done at a very reasonable cost.

It is now easily possible for the teachers and pupils of a school to purchase and install this dual system. Good equipment is available at several different places, and the whole system may be installed without much, if any, outside help. The most of the progressive schools now have radios, but comparatively few have taken the advanced step of installing a public address system.

In addition to a radio, the school should secure a microphone, an amplifier, a loudspeaker for each room and one near the central set for testing purposes, and wire sufficient to connect all rooms with the central studio. Ordinarily the wire may be placed over the picture moulding, and therefore is not unsightly. Loudspeakers may need to be placed on shelves in the respective rooms, and it may be desired to have a switch on each speaker so that it may be cut off in case a given program is not of special interest to a particular group of pupils. Of course it would be still better to have a panel-board arrangement in connection with the amplifier whereby individual rooms might be connected independently of all other rooms, but this adds considerably to the cost of wiring, and unless the building was constructed with conduits for this purpose, the increased number of wires would be rather unsightly.

A great amount of time is lost and confusion frequently brought about in going to the auditorium for announcements, or in distributing bulletins or using messengers for such purposes. It is poor economy to march pupils up and down halls and into and out of auditoriums or to continually disrupt classes in order to make necessary announcements when a public address system will so greatly simplify and expedite matters in this respect. The number of general assemblies, faculty meetings, and class interruptions may be greatly reduced through the use of this system. Also, all pupils and teachers may get the same announcements at the same time and in the same way, thus making for speed, accuracy, and common understanding.

Many programs may be broadcast by individual pupils, or by such organizations as glee clubs, orchestras, subject groups, and home-room sections. Also, individual talks by pupils, teachers, or outside speakers may be made on such subjects as school spirit, safety, thrift, special days, and so forth. Also, question and answer boxes offer many possibilities. Radio programs such as the NBC Music Appreciation Hour, The American School of the Air, the inauguration of the President, sports, and other special events, may easily be received and distributed to the various classrooms without loss of time for assembling and with pupils in small groups in charge of individual teachers.

It is a very simple matter to have a connection in the auditorium so that the microphone may be used on the stage to aid in amplifying assembly programs, particularly to help speakers with weak voices.

Through the co-operative efforts of our senior class and our manual training and science departments, we, ourselves, have installed in our school a radio, microphone, amplifier, and thirty-seven loudspeakers, all at a most reasonable cost—and our system works in a highly satisfactory manner. Among other things, we have used it to broadcast many routine announcements, emergency announcements, readings, talks, and solos by pupils, debates, programs by home-room sections and subject groups, programs by glee clubs and the school orchestra, the NBC Music Appreciation Hour, The American School of the Air, Bible readings, current events, and for gathering information for our Parent-Teacher Association, and the central office. Also, we have used this system for school-wide tests.

We have found that it is advisable to have a faculty committee to work out plans for broadcasts of our own programs, and for receiving outside programs. We have found, also, that use of this system develops in pupils habits of concentration, thought and listening; and we find that it is best to have reception in small groups. In case of outside programs, pupils should be prepared for them, and usually there should be some follow-up work done. In the case of local broadcasts, provision should be made for rehearsals. Further, it is important that broadcasts be confined to short periods of time

and to definite days. Pupils may be used to good advantage as operators and announcers.

In schools where certain classes, such as senior or junior classes, have the custom of leaving gifts for the schools, interest may be easily aroused in giving a radio-public address system as a parting gift. Also, school boards and Parent-Teacher Associations may be interested in purchasing this kind of a system for schools.

If you are really interested in running your school efficiently, one of the very best ways to do it is to install a radio-public address system. It will certainly help you use time to the best advantage.

Budgets Under the Knife

By F. H. SELDEN

Lundy's Lane, Pennsylvania

AS to what the public wants and is willing to pay for, the average school official gains but little information. He receives flattery from those he meets on public occasions, and often unwarranted or prejudiced criticism from a small and frequently unreasonable element that attacks some specific act of the school routine. Those capable of giving broad and helpful criticism seldom if ever find suitable opportunity to present their views.

This situation is aggravated to some extent—in some sections to a great extent—by an over-confidence and feeling of superiority on the part of the school executives. There are many school people who take themselves altogether too seriously. They fail to recognize that school work has been and always will be an occupation for only a part of life by many people, and that these part-timers are by no means those of least ability or least interest in educational affairs nor those who have been least successful while in the work.

Among the many teachers I have known and kept track of during their career in school work of five, ten, twenty, fifty years, the general trend has been for the medium and ordinary to remain in the work, while the failures and the eminently successful have entered other lines. As a whole, as the requirements for entering upon the work have been increased (*not* raised) and salaries have become more and more a reason for entering upon the work, there has been a drift toward a personnel willing to do in a routine, disinterested manner, whatever was asked in order to obtain the assurance of a regular compensation.

This has not only tended to keep the more ambitious and strongly motivated individuals out of teaching, but has also tended to make the associations within the ranks unpleasant for a very desirable type of constructive mind. This in turn has re-acted upon the whole body of teachers and the entire school activities in two seriously injurious ways.

It has tended to cause changes to be confined to refinements of traditional fundamentals rather than to fundamental changes to adjust the work to the rapidly changing society for which the schools are supposed to prepare the boys and girls. It has also tended toward an entire elimination or neglect of that fundamental process of modern life of constantly getting more done at less expense. In fact the tendency has, in many cases, been quite the opposite. There are few executives who would be able to show definitely that the increased budgets have been entirely necessary. There are substantially none who can point to some radically new idea that has caused larger accomplishments at less expense.

What the schools are now confronting is the situation of a public thoroughly convinced that the reason for these greatly increased taxes is the incompetence, or unwillingness, of those in control to devise improvements in administration that will bring public school affairs up to the standards of modern activities in general—namely, that of accomplishing more at less expense. The public feels that those in control have either laid down on their jobs or are utterly incompetent for their positions, while some more intimately acquainted with the situation believe that there has been a persistent effort on the part of a few to increase expenses by all sorts of unnecessary rules and activities.

The essential fact for present administrators to consider as they discuss the "lack of financial support" is that the public—not the few kickers nor the few flatterers, but the well informed conservative element—has reached the limit of toleration for this burden of inefficiency.

The very first step in a constructive plan of reducing taxation or of securing funds is for those in control to reorganize the work so as to retain a larger number of persons within the schools who possess large constructive ability, and then to cooperate with them in solving the problem of accomplishing more at less expense. If those now in control are unwilling or incapable of thus modernizing our schools, then they have no reason for complaint if a long-suffering public insists upon a change of personnel.

The Shell—or the Kernel?

By P. A. KNOWLTON

Editor of Educational Department, The Macmillan Company

Excerpted from "Politicians, Teachers and Schoolbooks," in Scribner's Magazine for June—with kind permission of the publishers.

"YOU must see our new school." If you should visit a hundred communities of various sizes chosen at random throughout the United States, civic pride would express itself oftener in this sentence than in any other. And by school would be meant school building. The emphasis of your guide would be upon architectural features — facades and domes and tiled swimming pools. Rarely if ever would it be upon that essential but invisible process of social adaptation called education that goes on within the physical structure of the school plant. What we can see, we understand.

In a vague way every one senses the fact that a school building exists for a good purpose. This has to do with education, and the man in the street has seldom questioned the idea that popular education is a good thing. He knows that its goals are somehow related to those of another institution which he approves—democracy.

We pay lip service to the invention of Gutenberg, but continue to prefer brick and mortar to brains and paper and ink.

In spite of the large contribution of schoolbooks to the educational process their cost has never been more than 2 per cent. of the total cost of public education. One might suppose that, in these days of larger classes and increased handicaps for the teacher, an item of such trifling cost but pivotal importance would be increased rather than decreased, to offset in some measure the deleterious effects of the major economies that nation-wide tax delinquency has forced upon the schools. Not so. In their unwillingness to take relative values into consideration, the makers of school budgets have reflected the attitude of the American people toward education as a whole. Just as the schools, always politically helpless, have been curtailed to an extent unparalleled even in autocratic countries incomparably poorer than our own, so books, inanimate and therefore unable to talk back, have been virtually eliminated from many school budgets.

Complete local freedom in the choice of books—freedom from outside restraint, freedom from petty economic inhibitions, freedom even from the consequences of past mistakes—was the goal of the original advocates of "free textbooks." The practice of lending old books year after year to oncoming generations of children has served only to defeat this purpose. Yet it is an important objective, closely bound up with the ultimate success of public education in a democracy which must make its education successful if it is to survive. We fail to evolve an equitable and workable system of production and distribution, and, for our failure, cheerfully pay billions in programs of relief and public works. We fail to teach social co-operation in our schools, and haggle over the 25 per cent. difference in cost between educational progress and educational makeshifts. Then, having deliberately handicapped the next generation through crippling our schools, we concentrate our "economies" on the one minute item where any honest teacher will tell you they do the most harm. Are we consistent?

Failure

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools, Ramsay, Michigan

She lingered near until the rest had gone,
Holding my hand, admiring this and that.
"What is it, dear?" I ask her. "You can talk
To me now, while I'm putting on my hat."
A silent moment, as her eyes search mine,
Half trustful, half afraid, poor little lass.
And then in faltering tones comes her reply—
"I wanted to—to ask you—did I pass?"

I tried to tell her gently as I knew.
She tried to bear it bravely and with grace,
And yet I think I never shall forget
That look, as hope retreated from her face.

"I'm sorry, teacher"—struggling with a sob,
And blinking hard to hide each telltale tear,
"I know I haven't been so very good,
But maybe I'll — do better next —next year."

Now she is gone. I hear her down the hall
Weeping—heart broken—as she goes her way.
My impulse is to follow, comfort her,
But after all, what more is there to say?
And as I linger in my darkening room
A question haunts me, clamors for reply,
I seek the answer in the gathering gloom:
I wonder, was it she who failed, or I?

Glimpses of European Schools

Northern England and Scotland

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

VISITS to the Department of Education at the University of Sheffield and at the Central High School, which is a training centre for the Universities of Sheffield, Oxford, and Cambridge, were of great interest. Other training school facilities are provided by towns and cities other than Sheffield, within a radius of several miles. The Department of Education offers a course of one year of intensive professional training to students who have received the B. A. degree, which may be secured in three years. Upon completion, a diploma in education is awarded. The head of the department is Dr. Turnbull, who is assisted by six associates, one of whom is a lineal descendant of Governor Bradford of the Plymouth Colony.

Practice teaching is given to all of the students in the Department of Education all day on Mondays and on Wednesday forenoons. These students, accompanied by members of the faculty, all of whom do supervisory work, go into selected schools in the city and into the country often to a distance of forty miles.

The high school is co-educational only in the sense that both boys and girls are under the same roof. The building also contains the offices of the City Department of Education. It is old and poorly equipped. There are six hundred fifty boys enrolled, all of whom are taking traditional preparatory courses, although an average of but thirty graduates enter the university each year. The principal is enthusiastic concerning our junior high school organization and our elective courses in the senior high school, but has no hope of freedom from traditional practices in England. He also strongly favors co-education.

The student teachers who come to them first observe; then teach under the supervision of the teacher in whose classes they are training; and this is followed by independent teaching, with no supervision at all, in order that their power to "hold" the class may be tested. I saw the work of a young man which was typical. He is a Sheffield University student. The lesson was in advanced algebra. It was thoroughly prepared and well presented. All of the thirty boys were attentive and evidently much interested in his explanation of a new process which, after discussion, was applied to the solution of numerous problems. I was informed that this student would report upon his work both to the class teacher and to the supervisor from the University, who might appear at any time. This was typical of the training work in all affiliated schools. Only one student was placed under the direction of a teacher at any time. For this privilege of providing training facilities, small subsidies are paid by the Government directly to the head master. In this case, the principal applies it to a scholarship fund. It may, but usually does not, go to the teacher who has the additional responsibility of supervising the practice teaching.

The principal criticizes the system upon the ground that no student has the least opportunity to measure his efficiency in terms of pupils' progress in the subject taught.

Sheffield has also a pupil teacher centre, which is a secondary school which attracts pupils who hope to become teachers by the shortest possible cut. It provides very limited professional courses. There is also a city training college which maintains a two-year course for those students who intend, sometime, to take a university degree, after they have taught. The present membership has been limited to one hundred students, in order to balance the supply and demand. The University Training College has a membership of practically two hundred fifty students, in its one-year course.

The salaries for teachers in the elementary schools of Sheffield are well under $1,000 a year. The maximum (normal) for teachers in the secondary schools is four hundred eighty pounds, but this has been reduced by cuts in salary and pension premiums formerly paid by the Government to about four hundred twelve pounds. Income taxes of twenty-five per cent. apply to all salaries in excess of two hundred pounds.

The qualifications of elementary teachers may be very low, as indicated above: teachers in secondary schools must be university graduates, either with or without professional training. The principal prefers teachers who have had no professional training whatever! This can hardly be regarded as a compliment either to the Training College or to his "superior" teachers who are supposed to set examples in methods

and technique for the novices from Oxford, Cambridge and Sheffield who come to them for professional guidance and inspiration.

The Jordanhill Training College or the "Glasgow Training Centre," as it is officially called, is chiefly a graduate school of education although it receives a limited number of undergraduates who are candidates for teachers' diplomas, the prescribed course being three years above the level of the secondary school. At present the number of this group of students is limited to fifty entrants each year. The total membership is a little over 900. The graduate students usually come from the University, but some have been prepared in other institutions of higher learning. All graduate students have a year of intensive professional training, including observation and practice, and upon the completion of their work receive the additional degree of bachelor of education. Director Burnett favors a high standard of academic background but regrets that it is impossible to do professional work of the same quality that can be secured in integrated academic courses. He believes emphatically in "professionalized subject-matter courses" but under existing conditions they are impossible.

The college maintains a full elementary and secondary campus training school but a large amount of practice is provided in selected schools in the city of Glasgow. Unfortunately much of the work of instruction to the graduate students must be given by the lecture method, but opportunity is provided for a considerable amount of general discussion. The director has a distinctly "progressive" attitude toward the work of the college, but he does not hesitate to express the opinion that the influence of ultra-progressive leaders in America has done much to injure the thoroughness of British education.

The college is supported chiefly by an appropriation amounting to two and one-half pounds for each teacher in service in the province. There are some other sources of income, but they are inconsiderable. Each student who is admitted to the college receives a subsidy of twenty pounds which he is at liberty to spend in any manner that he chooses. Extremely poor students may receive an additional subsidy. Rather more than one-half of the students are men, many of whom are taking specialized work in physical education, manual training, and the commercial subjects.

The plant is comparatively new and, together with its equipment, is well adapted to its purpose. The Jordanhill Training College is the largest and is considered the best in Scotland. Certainly it is the best that I have seen in Europe.

The Laurel Bank School is a typical select private school for girls, but it receives a small subsidy from the city of Glasgow. The faculty consists of thirty young women nearly all of whom are graduates of the Jordanhill Training College, which is affiliated with Queen Margaret's, which is the School of Education for Women in the University.

The school is distinctly progressive, but it has very definite objectives which include the essentials of a sound general education. There is abundant evidence of individual freedom, and much creative work was on exhibition and in progress. Work in music, art, elementary science by the laboratory method, and sewing both by hand and machine are prominent. Greek is still offered, but not encouraged. The study of French and German is begun early in the course, and these languages are taught by the conversational method.

The school occupies three fine houses, connected, in one of the most beautiful residential sections of Glasgow. On clear days the peak of Ben Lomond may be seen in the distance. Both the houses and the environment afford a real cultural asset.

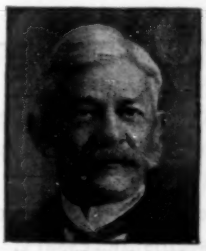
The pupils come from homes of refinement, many being the daughters of professors in the University. This is unquestionably one of the very best private schools that I have seen either in Europe or America.

The work of the Department of Education at the University consists largely of lecture courses with much attention to discussion. The examinations set for degrees in education and for teachers' certificates indicate that unusual attention is given to a rational study of the history of education which deals with great epoch-making educational movements and to a study of comparative education. In these examinations the names and the philosophies of American leaders in education are more prominent than those of leading educators in Britain and the students are expected to discuss intelligently such subjects as the "Dalton Method," "The Child-Centred School," and "The Project Method," from the British as well as from the American point of view and practice.

The Moray House Training College is the Department of Education in the University of Edinburgh. Dr. Godfrey Thompson is at the same time head of this department and director of studies at the college. Several years ago he assisted Dr. Thorndike at Teachers College, and the results of this experience are quite apparent in his philosophy.

The Training School is located in what one of the officers of the University called the "slums," and all the children are drawn from this district, but they show little of the influence of their

(Continued on Page 323)



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EDITORIALS

What Makes Better Schools

WHAT makes better schools? Better teachers make better schools. Teachers who care; teachers who understand their pupils and their subjects; teachers who live abundant lives; teachers who are loyal to their school, their principal, and their fellow teachers; teachers who awaken and inspire—such teachers are the better teachers. They make better schools.

What makes better schools? Better administrators make better schools. Persons at the top who honestly want better schools; educators with vision and judgment; leaders who think more of boys and girls than of self-aggrandizement—these make better schools.

What makes better schools? Better tools make better schools; better books and better equipment generally—these make better schools. The best teachers and the best administrators in the world are reduced to virtual helplessness without an adequate supply of proper tools. Better tools make better schools.

What makes better schools? Better communities make better schools. Better communities are composed of better citizens, better parents, better homes, better newspapers, better movies, better playgrounds, better libraries, better churches, better school boards, better governments. Better communities make better schools.

Better teachers, better administrators, better tools and better communities—all these, combined and interacting smoothly, make better schools. And better schools make better citizens for a better tomorrow.

• • •

June Robles's Report Card

LITTLE June Robles, in the first joy of rescue from that cactus-covered pit in which kidnappers had detained her nineteen days, forgot her report card. No sooner did she remember it than she insisted that her rescuers take her back to get it.

Never has the importance that a child attaches to a report card—especially if it contains good marks—been more dramatically illustrated.

What a comfort those two "ones" on June's report card were to her!

Report cards are as discouraging to some children as they are gratifying and stimulating to others.

Report cards are often misinterpreted by parents, and become occasions for undue praise or censure. They are not an unmixed blessing. Yet they represent in some rough approximation a teacher's estimate of work performed.

If report cards are to be omitted, their equivalent in some better form seems necessary. Child and parent crave to know. They hope for indications of success.

Differing degrees of success perchance there must be. But failure needs to be stricken from the teaching vocabulary.

• • •

Spelling Bee's Revival

THE old-fashioned spelling bee seemed for a while to have disappeared almost as completely as the stage performance of "Uncle Tom's Cabin" But the latter has begun to come back, we are told, and so has the former.

Newspapers—among them the Herald and the American in our own city—have recently taken the spelling bee into their circulation-promoting bonnets, with the result that spelling tournaments are all the vogue.

Of the potentialities of the spelling bee as a means of stimulating the desire to spell correctly, there can be no doubt. Good spellers and bad spellers may be born, not made. Yet everyone, through practice and skilled teaching, can become more adept in the orthography of our ridiculously poly-phonetic language.

If your local newspaper doesn't propose a spelling bee, why not put one on yourself? The press will gladly co-operate and the amount of good advertising you will accomplish for your schools may astonish you.

• • •

The Good Teacher Knows

THE most important thing for a teacher to know is also the most difficult. It is—to know what goes on in the mind of the child. Not every detail in the child's current of thought and emotion, of course; but the general underlying and determining trends, the reactions to what is being taught—or supposedly taught; and the counter-currents or obstructions. Such full understanding can be only partly gained through the artificial device of mental measurement. To be fully achieved, it must be sought diligently, sympathetically, with imagination and discernment.

Attitudes and reactions are so significant in determining individual character, as to warrant great expenditures of time and effort in their discovery by the teacher—and by parents.

Makers of Better Schools

CHARLES K. MORSE recently became assistant professor of Extension Education at University of Nebraska (Lincoln). For fourteen years he headed the Nebraska School of Agriculture at Curtis. Several new buildings and ten thousand trees planted under his direction as part of a beautification project, testify to his activity there for an improvement which was educational as well as physical. He served in France as an infantry officer in the World War. His interest in observing a changing world has led him to travel widely in the United States, Mexico, Canada, Europe, Panama and South America. His present task at Lincoln is a pioneering one, which he is performing creditably.

•

CARL M. HORN administers the schools of Dowagiac, Michigan, with a view to developing human characters and personalities to the full. He has Camp Fire Girls and Boy Scouts organized in co-operation with the schools. In fact 75 per cent. of the boys of Scout age are in Scout troops. His guidance program in the high school puts every student under supervision. His Senior Boys' Club has as its aim successful living. Still under forty, he already knows the value to the pupils of enlisting popular interest in the schools. He does not complain of inadequate support. He doesn't need to—because his community stands behind him nobly and he makes a strong point of appreciating, and getting his pupils to appreciate, what the community does for the schools.

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JOHN FRANCIS CRAMER —whose article, "A State with One School District," appeared in our April 2 issue — has been superintendent at Grant's Pass, Oregon, for the past five years. He is deeply interested in the larger-unit organizations of Australia, New Zealand and Canada, and carries on an extensive correspondence with educators in those countries. He is a recognized leader in the school councils of his state; is a specialist in school finance; and maintains a system of schools that is justly regarded as one of the best in Oregon. Mr. Cramer should have many years of fine service ahead of him—for he is only thirty-five and has made a fine start.

•

BURTON E. NELSON, president of the Stout Institute at Menomonie, Wisconsin, for a decade past, has passed the fiftieth yearstone since his start in teaching. He began in his teens, taking four years off subsequently to attend normal school and college. His specialty has been doing one thing at a time and doing it as well as he possibly could—the proof of quality being that he never left a job under fire. High up in Rotary International is he, with rank of District Governor, and credit for having organized fifteen clubs. A half-century in educational work and still keeping in step with the advance guard—that's a record few can boast. Nelson can but doesn't.

•

EDGAR F. BUNCE is supervisor of teacher training for the state of New Jersey—not by accident but by reason of unusual talent and preparation for this type of work. From the time he became a principal, he specialized in training inexperienced teachers. For seven summers he directed the demonstration school at Rutgers University. He knows the problems of the superintendent through having administered the schools of three large towns. At present he supervises the work of six teacher-training institutions and assists the Commissioner of Education in many other educational tasks. A busy, useful man is Bunce.

•

IRA J. BRIGHT, who heads the schools of Leavenworth, is one of the foremost schoolmen of Kansas. He has been president of the Kansas State Teachers Association, and of the Kansas Schoolmasters Club. His administrative abilities are well reflected in the Leavenworth system of schools, which are among the best. His professional hobby is educational research. He has taught educational administration, measurement, statistical methods and general school problems at summer sessions of University of Kansas and Kansas State College (Manhattan). He has been superintendent at Leavenworth fifteen years. At off moments you may look for him in the bowling alleys or on the golf course.

Winshipisms

"The school text-book has become one of the greatest blessings in the past fifty years, and it was never so valuable an educator as today."

•

"No greater tribute can be paid to a teacher than to say that she is inspiring."

•

"Nothing does a school more good than a good laugh that is under control."

•

"There is a feeling among many who meet the wrong samples of the profession that teachers complain easily. It is totally false, and let every teacher prove that it is."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Lack of Reading Material

QUESTION—Our stock of supplementary readers is now worn out. Since the Board of Education has appropriated only a small amount for the purchase of such books for the last several years, how can I keep the children of my grade (third) profitably engaged?

Answer—Teachers all over the country are facing this same problem. They are trying to keep the children profitably engaged by any number of devices. But I have never known of any school where the results secured through the use of these devices were as good as the results when the school had a sufficient quantity of supplementary material so that the children could be encouraged to read. You teachers in the primary and intermediate grades where there is so much need of supplementary readers might get together and submit a carefully prepared paper for the superintendent of the schools, which he in turn might submit to the Board of Education, which would show how small an expenditure would be necessary to give you adequate material. It costs on the average nearly one hundred dollars per year per child to keep the children in school. If a lack of reading material reduces the efficiency, even whereas purchasing a few readers would enable you to maintain the efficiency of former days, the business men on the board will see very quickly how foolish it is to run the schools without supplementary readers.

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Future of Education

QUESTION—I am to give an address before one of our societies on the future of education, and would like to have some suggestions as to what direction our efforts will take. I know this is very indefinite, but I think it will convey the idea, though I don't seem to have sufficient knowledge to formulate the question properly.

Answer—Well, I should say you have formulated a pretty big question and a hard one. I am likely to be more hazy in my answer than you are in your question. The first thing I am going to tell you is that we shall have a big job on our hands to bring the schools back to their old standard. It will require a lot of financing. The equipment has run down in many schools. Buildings must be repaired, worn-out and out-moded books must be replaced, teaching staffs must be rebuilt in many schools, the various essential departments must be re-established, and the communities organized for the forward movement. When this is done we shall begin to think about new emphasis. I think we must reduce the size of the classes. No teacher can do real development with forty pupils. We must place more emphasis upon the building of personality and character, and smaller classes are essential to this. Guidance in its three-phase aspects must be pushed to the front, educational, vocational, and social. We must discover ways to help the youth we send out to find the kind of employment most congenial and useful. We shall do much less than we try to do now, but what we do must be done better. The future will see emphasis placed upon quality rather than quantity. We are living in a world not a province, and must teach about other people and other countries. We must place more emphasis upon the living world. We shall have enough to keep us busy for a good long time. I would suggest that you begin your campaign at once by telling your people what the condition of your schools is and what your program for the future must be if the children are to be properly cared for. Emphasize the rights of the child.

•

"Firing" Teachers

QUESTION—We are soon to have election of teachers. In a school of this size do you think it a good plan to re-elect all teachers? Don't you think it a good plan to make at least one or two changes in order to let the teachers know they have to keep working to hold their jobs? That is, if some teachers are let out the superintendent will have a sort of club to hold over the rest.

Answer—This is a practical question. No, I do not believe in subterfuges. I don't want any clubs to hold over my teachers. I think a superintendent should build up a strong group of teachers just as soon and as fast as he can. In doing so he will need to let out a teacher now and then, but it will be from purely professional motives and because the teacher is not co-operative. But when the staff is built up the changes should stop for other than purely personal reasons of the teacher. You can establish co-operation and confidence more quickly and more effectively by putting your teachers on tenure of service. There is too little stability in the profession now. After a teacher has remained in a school for a number of years there should be very little reason for change. Changes of teachers should be made only for the gravest of reasons. Teachers tested and tried who are co-operative and loyal should not be forced to stand the strain of re-election year after year. Five years is sufficient time in which to determine the fitness of a teacher.

....News OF THE SCHOOL WORLD

Flag Oath

Pupils Must Recite It Once a Week

BOSTON. — The pledge of allegiance to the American flag at least once a week by pupils of the Boston public schools was made mandatory recently by unanimous vote of the School Committee, meeting in regular session. The motion was introduced by Dr. Charles E. Mackey. Reminded that there are many teachers in other cities who refuse to make the pledge, Maurice J. Tobin, chairman, said after the close of the meeting that every teacher in the Boston public schools is an American citizen, and that if one of them refused to pledge allegiance, he or she would be discharged immediately.

Cannon Gets Leave

Pittsfield School Head Will Retire

PITTSFIELD, Mass.—Dr. John F. Gannon, superintendent of Pittsfield schools for fourteen years, has at his request been given a year's leave of absence with full pay of $5,400 from June 30, 1934. The vote of the school committee was unanimous. At a conference previous to the committee's action between Mayor Allen H. Bagg and Dr. Gannon, he was asked to resign and declined. Dr. Gannon will be sixty on June 7, 1935, and eligible for a retirement pension.

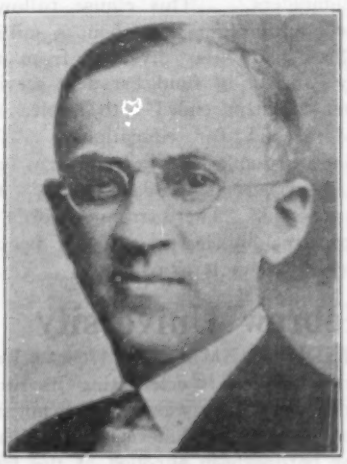
Executives Confer

NASHVILLE, Tenn.—The fifth annual school administrators' conference, sponsored by the School Administration Department of George Peabody College for Teachers, and under the immediate direction of Dr. Dennis H. Cooke and Dr. Ray L. Hamon, professors of school administration, was held recently at that institution. Approximately 800 delegates were enrolled from twenty-one states. Some of the matters considered included evaluating a state system of schools, with special reference to the recent comprehensive survey in Tennessee, Federal support of public education, with speakers pro and con, and public relations. Among those speaking were Dr. Walter D. Cocking, State Commissioner of Education; Dr. Floyd W. Reeves, personnel director of the Tennessee Valley Authority; Dean Shelton Phelps, of George Peabody College for Teachers; Superintendent Henry J. Gerling, of St. Louis, and Superintendent Willis A. Sutton, of Atlanta.

Studebaker to Succeed Zook As Commissioner of Education

WASHINGTON, D.C. — Next September will see the United States Office of Education headed by a new commissioner. He is John Ward Studebaker, who leaves his post as superintendent of city schools at Des Moines, Iowa, with the understanding that he is to return at the end of one year.

Mr. Studebaker is an Iowan by birth, education, and residence. He was



J. W. STUDEBAKER

graduated from Iowa's Clark College (now merged with Coe) in 1910. He has an M.A. from Columbia. He came to Des Moines as assistant superintendent of schools in 1914. Six years later he was advanced to the superintendency, which he has occupied with distinction for the past fourteen years.

Mr. Studebaker worked his way through college as a bricklayer. He is still a member of a bricklayers' union—and Des Moines has had the benefit, in its building program, of his practical knowledge of construction.

Notable achievements of Superintendent Studebaker have been his system of paying teachers according to individual abilities rather than rank; his $7,000,000 development of the educational plant; his special school for the handicapped; and his forum and classes for adults—not to mention his generally capable and inspiring leadership as an administrator who works hard himself and expects others to do the same.

Commissioner George F. Zook has handed in his resignation, to take effect July 1. Dr. Zook had been invited to become president of the University of Iowa, but had declined. He will be Director of the American Council on Education, which co-ordinates the work of twenty-two educational organizations and of 233 colleges and universities.

Student Workshop

Helps Pay Tuition at Wisconsin University

MADISON, Wis.—Although universities all over the country offer students innumerable methods of working their way through school, the University of Wisconsin is one of the few that have made special arrangements to help students with artistic abilities. Facilities for enabling them to do remunerative work have been set up by the Memorial Union, a social and cultural centre which differs from most such centres in colleges in being the possessor of a workshop and art studio. The workshop is divided into three rooms. One is equipped for painters and sculptors, with a model stand, a number of easels, modeling clay, and raw wood. In another, an etching press, a block-print press, and a silk screen outfit for sign printing lend a commercial air. In the third, tools for metal and leather work show it to be the craft workers' room.

Demand Back Pay

Teachers and Friends Parade in Protest

CHICAGO. — More than 5,000 teachers, parents, and students paraded through the Loop recently in protest against delay in the enactment of legislation which would relieve the financial plight of the teachers. The marchers carried placards, some of which bore the legends: "Chicago, a fair for the world, unfair to teachers," and "NRA—no relief allowed." The paraders seemed in a cheerful frame of mind. As they marched in the financial district a barrage of ticker tape and confetti descended upon them. John Fewkes, the teachers' leader, addressed the paraders at the Plaza on Michigan avenue. He complained that the salaries of the teachers are nearly eight months in arrears, and demanded that the banks forthwith lend the Board of Education enough money to give them their back pay.

NRA Acquitted

Charges Not Proved, "Court" Rules

NEW BRUNSWICK, N. J. — The NRA was "acquitted" of charges presented by "rugged individualism," symbolizing the plaintiff, in a mock trial arranged by the New Jersey High School Debate Association with Rutgers University as host, at the university recently. The defendent was accused of failure to achieve its aims, because it was unfair to the small business man, entailed a heavy burden of expenses and had failed to eliminate strikes. Students from nineteen Pennsylvania and New Jersey high schools were witnesses.

Citizenship House

To Train Women for Public Service

LONDON.—A school for women of leisure is to be opened in the grounds of Westonbirt, a girls' public school with somewhat revolutionary ideas which aroused a storm of controversy when it opened six years ago, because its headmistress had no teaching experience. Well-known women, many of them with daughters at the school, will go to the Westonbirt House of Citizenship. They will live as their daughters do, residing there with a principal and a house tutor. The curriculum will be planned on modern lines, allowing for tennis, lacrosse, golf, swimming and riding. The course is intended to prepare women for public work at home or in other parts of the empire. Domestic science, civics, social hygiene, business procedure, public speaking and arts and crafts will be taught.

Teachers Unionize

CLEVELAND, O. — The American Federation of Teachers, Local 279, is now a legally accredited organization representing its members before the Cleveland School Board. Affiliated with the American Federation of Labor, the teachers union won unanimous recognition from the school board. The first act of the new union was to present to the board a statement of principles, wherein it was stated: "The present salary schedule adopted in 1920 has worked well and has been unusually satisfactory and should be maintained." This co-operative note was carried even further in another section of the statement, which asserted that the union agreed with some members of the school board that teachers should receive the same treatment as bondholders. This clause followed one pointing out that about a million dollars had been diverted from the city's operating fund for debt service. The statement ended with a plea for Federal aid for education. "The failure of banks and railroads can only be described as a catastrophe," the clause said. "There are no words to depict the hopelessness of our people were the schools to collapse."

Hebrew University

JERUSALEM. — The Hebrew University, which is celebrating its ninth anniversary, has twenty American students, or more Americans than had ever before been enrolled at the University, according to Dr. Judah L. Magnes, chancellor of the University. Poland ranks first as the origin of the greatest number of students, having sixty-two.

Tomorrow's College

Multiplied Enrollment Is Predicted

EVANSTON, Ill. — A thirst for knowledge in America will send the enrollments of colleges skyrocketing to millions within twenty-five years, believes Walter Dill Scott, president of Northwestern University. Those who decry what they call "mass education" today, with approximately 1,000,000 students treading the campuses of the country, haven't seen anything yet, says Dr. Scott. Also, he warns them to be prepared for vast changes in the set-up of the university of 1959. "It is entirely possible that within the next twenty-five years, educational authority may rest in the United States government," he says. "Boards of trustees will be stripped of their power." Social distinction will disappear because higher education will be open to all who have ability, no matter how small their resources. Methods of instruction will change. The lecturer of today will give way to television and other potential instruments of culture. And with all this expected increased enrollment, Dr. Scott believes, there will be more individual instruction and less regimentation in education, as exists now in the larger universities.

Teacher Exchange

NEW HAVEN, Conn.—For the first time in the history of New Haven's schools, a high school teacher is going to exchange places with an instructor in another country. The Board of Education has voted to permit Miss Alice M. Connor, English teacher in the Commercia' High School, to temporarily "sit in" for Miss Bessie Margery Hunter, of Enfield, England, while Miss Hunter comes to New Haven for a year, beginning next fall. The exchange is fostered by the English Speaking Union of the United States. Miss Hunter teaches English in the Central Girls' School in Enfield. Under the terms of the exchange, the city of New Haven will continue to pay Miss Connor while she is in England, and the Enfield school will pay Miss Hunter.

Depend on Wheat

TOPEKA, Kansas. — A good wheat crop in Kansas this year will mean a heavy enrollment at the State University and colleges next fall. The two years of wheat failures forced hundreds of young men to stay out of school, but they put out crops this year in hopes of making their school money. Many boys who live in cities cultivate cheap wheat land so profitably that they have plenty of money for college expenses.

Wants Equalization Fund for Schools of Southern States

WASHINGTON.—Southern States are not able to provide public education for all children on an equal basis with the other sections of the country. This is one of the findings reported by the committee on financial support of the National Conference on the Education of Negroes called by Secretary Harold Ickes at the Department of the Interior recently.

"If the children of the South are to have the educational advantages available to other children of the nation," the committee stated, "special financial support for public schools must be provided. However, any Federal funds which are or may be made available for public education in the South should be so distributed as to guarantee there will be no discrimination in the use of such funds between the children of different races. Furthermore, such funds should be so used and distributed as to correct the glaring inequalities which exist at present in the expenditure of school funds between the races."

Fourteen Southern states are making a greater effort to support public education, considering their per capita wealth, than the average State, the committee found. Despite this effort it would require more than $400,000,000 additional expenditures to bring outlays for education up to the national average. Furthermore, it would require approximately $40,000,000 additional expenditure to bring outlays for the education of negro children up to the average for white children in these fourteen states.

Antarctic School

Byrd Explorers Have Daily Classes

LITTLE AMERICA, Antarctica. — The winter school of the Antarctic opened recently. Classes are held daily in the subjects of exploration and scientific research falling within the spring and summer program of the expedition. The purposes of the school are both practical and cultural. Primarily they are intended to instruct the men chosen for field operations next spring in the nature of their problems.

Contributions End

Teachers Relieved Of Relief Cost

NEW YORK.—No further contributions from public school teachers will be asked this term for relief work among needy children, according to a decision of the School Relief Committee. It was explained that the balance in the relief fund was sufficient, when supplemented by city and state funds, to provide free lunches for 90,000 children a day until the end of June when the school term closes. The teachers and other employes of the Board of Education have contributed more than $4,000,000 since the fund was started in October, 1930. In view of a cut already made in teachers' salaries, and the payless furlough in the offing, the committee decided that no further contributions should be requested this spring. The teachers, however, may provide voluntarily, shoes, clothing, glasses or other necessities for the children, and the committee in such cases will obtain the needed articles through its purchasing department.

Start "Date" Bureau

Free to Students But Not to Faculty

BROOKLYN, N. Y. — In what is described as "a serious effort to promote social consciousness among the undergraduates of Brooklyn College," two upper seniors of the college have opened a booking bureau for "dates." Its sponsors bring together young men and young women who, otherwise, might not be able to make each other's acquaintance. No charge is made to students for services, but members of the faculty, it was hinted, may be required to pay a fee. Regulations of the bureau provide that the first "date" must be strictly "dutch," each of the parties meeting his (or her) full share of the expense.

Reins Tightened

Privileges Abused and Withdrawn

LEBANON, O. — College students who habitually "cut" their classes have made Dr. Holly E. Cunningham, president of Alfred Holbrook College, change his mind. Over a year ago, when the college was founded as an educational experiment, Dr. Cunningham said the students were capable of deciding whether they should attend classes, and voluntary attendance was made the rule. Now, with tart remarks about some who "take advantage" and "loaf, sleep and lie both to their parents and to college authorities," Dr. Cunningham says voluntary attendance plan must be curtailed. It will be confined to "students of above average ability and showing a degree of maturity," he said, "so we have decided for the present to force strict attendance upon freshmen, with a little laxity for sophomores, and gradually, as we know our people, to extend the privilege to selected students in the higher brackets. The home and the church," he commented, "have made a muddle of building stamina and character."

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LOCATION: In the rolling hills of Massachusetts, seven miles from historic Concord and Lexington, and twenty-six miles from Boston. The theatre, workshops, clubhouse are on the shores of beautiful Lake Nabnassett. The theatre and clubhouse cost $50,000 and seats 700.

BOARD AND ROOM may be had on the Colony grounds for $8.00-$10.00-$12.00 per week, or in the quiet New England village, breathing an atmosphere of dignity and fine old traditions.

For Catalogue address the Secretary

National Little Theatre Guild Summer Playhouse

WESTFORD, MASSACHUSETTS

Extend High School

Dr. Zook Urges Two-Year Addition

STATE COLLEGE, Pa.—Extension of the high school for an additional two years of technical training was forecast here recently as an essential element of the solution of the youth problem of America, by Dr. George F. Zook, Federal Commissioner of Education. "Such an addition cannot be merely a junior college doing two years of advanced work, identical with the first two years of college," he said. "The curricula and training must be of a type to satisfy the aspirations of 12,000,000 youths of school and college age who leave school now because it has no further attractions of possibilities for them." Dr. Zook spoke at the annual Scholarship Day exercises at the Pennsylvania State College.

Harvard-Yale

Periodic Exchange of Personnel Considered

CAMBRIDGE, Mass.—Affiliation between Harvard houses and individual college units of Yale is being considered by officials of the two universities. Under the plan proposed, Harvard and Yale would exchange students and professors. The house masters of Harvard and the heads of the college units of Yale have been discussing informally the possibility of expanding the present policy of frequent visits between their students and faculty members. If the project is put into effect, students and professors living in Harvard houses would spend a few months each year in the Yale College affiliated with their particular house, and Yale students and educators would take their places at Harvard. The plan might also include athletic rivalry, with sports teams from each Harvard house meeting the athletic groups of the corresponding Yale College.

Principal Bans Modern Dances; Will Encourage Older Steps

LYNN, Mass.— The modern dances, as performed by the students of the Lynn Classical High School, are "improper, indecent, and immoral," Principal Fred C. Mitchell of the school declared recently before the entire school body, in announcing a decree barring dancing in the school gymnasium for the remainder of the school term.

He also announced that next fall he would appoint two high school dancing instructors who will be requested to confine their instruction to the "old-fashioned waltz, the Boston Fancy, the Portland Fancy, the plain quadrille and the schottische."

The two announcements stunned the 1200 boys and girls who had gathered for the weekly "assembly" in the school auditorium with no inkling of what was to come.

It has been the custom for boys and girls to assemble daily in the high school gymnasium after school hours, and dance to music provided by the more talented members of the group. Sometimes there has been no more than a piano rhythm, but often the cornet, violin or other instruments have been utilized to add some weight to the music.

The dances have been entirely informal, usually spontaneous, and without definite supervision. It appeared from what Principal Mitchell said that he had on three afternoons watched proceedings with a disapproving eye.

Charleston Diction

CHARLESTON, S. C.—Englishmen find the speech of Charlestonians easier to understand than any other in America. At least that was the experience of Commander W. F. Wake-Walker and the crew of the British cruiser Dragon, which touched here on a good-will visit. Commander Wake-Walker told callers aboard ship that he had visited many ports in the United States, but nowhere, outside of British possessions, did he find people who talk like the residents of Charleston. His officers and men concurred, saying Charleston diction made them feel at home.

Stretched Campus

Twenty-Five Miles Between Classrooms

LEBANON, Ohio.—A novel plan by which students may attend two colleges at once will be introduced at Alfred Holbrook College here this summer. College officials say they have arranged for Holbrook students to enroll also in Miami University at Oxford, about twenty-five miles away. There will be no extra cost, and transportation to and from Oxford will be provided by bus. The student so "doubling up" would live in Lebanon, attending classes at Holbrook three days a week and at Miami the other three. In any semester six semester hours of credit may be earned, four of which must be in one institution and two in the other. Holbrook officials believe such a plan, aside from making available a much wider variety of courses of study, would give the students a knowledge of the ideals and methods of a relatively large school at the same time he is living amid the traditions of the smaller college.

Summer Session

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Massachusetts Department of Agriculture

Raps "Busy-Bodies"

Dr. Garfield Decries Students' Actions

WILLIAMSTOWN, Mass. — Dr. Harry A. Garfield, retiring president of Williams College, in a brief address to the undergraduates in Chapin Hall recently, denounced the attitude of students in regard to compulsory chapel, the Latin requirement and the new president. The president charged the students with being "busy-bodies" in their impatience at the delay of the trustees in appointing a new president. Greeted by applause of 700 undergraduates and professors, Dr. Garfield began his speech by decrying the action of the students in regard to compulsory chapel. Their protest was indirect and anonymous and as such would be disregarded, said the president. The administration would only recognize open criticism addressed to that body. To the Latin requirement, a question of vital importance to the undergraduate for obvious reasons, Dr. Garfield stated that the students' attitude was doing them more harm than good. The matter was an administrative one, and was not in the domain of the student body, he said.

Page Sir Izaak!

High School Teaches Hunting and Fishing

ALBION, Neb. — Extension of high school courses to include training in hunting and fishing, a novel experiment in educational background for employment of leisure under the new social order, has been accomplished here by Bilse C. J. Robinson, principal of Albion High School. Notoriously adverse to educational experiments, citizens of this town, located in the midst of the Nebraska prairie, are watching with curiosity, skeptical of the advisability of any deviation from the three "R's." Not only the tax-paying citizens, however, are interested in the innovation. Educational leaders are observing its results, speculating on the success of any course in pure recreation. Conservation and game organizations and officials in the state have sought information from the high school principal, interested in the possibilities of training future citizens in the virtues of preservation of Nebraska natural resources. The high school course was developed by Robinson as the outgrowth of an adult educational series conducted by the high school faculty.

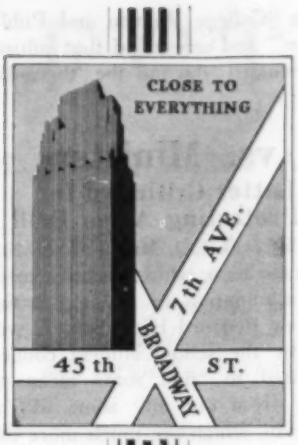
Ordered to School

Nazis Tell Students To Return to Books

BERLIN. — Orders were issued recently by Reich Student Commander Oscar Scaebel to student bodies in all institutions of higher learning to get back to their books. The student commander frankly confesses that last year university students were kept from their studies by their duties in the National Socialist Student League, in the Storm Troops and in the Hitler youth and other party organizations. Any student who might conceive that these new regulations mean a return to the liberal ideal of education will receive the warning, however, that "a soldierly and socialistic attitude" remains the essential requirement for those engaged in any course of studies. The ideal of Nazi universities is defined as "uniform science." "Today," the student commander concluded, "the party demands the whole-hearted fulfillment of duty in intellectual battle."

Pay Tide Turns

LINCOLN, Neb.—University of Nebraska instructors, whose salaries were reduced twenty-two per cent. during the depression, will have from two to five per cent. restored at the beginning of the next school term, the board of regents has announced. The restoration of a portion of the reduced salaries was made possible, the regents said, through an order rescinding a reduction of twenty-five per cent. in Federal funds received by the Nebraska school.



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Condemn Tyranny

Professional Groups Champion Freedom

NEW YORK.—Some 22,000 American professors, inspired doubtless by recent events in Germany, have passed ringing resolutions condemning attacks on academic freedom, according to a count made by the Institute of International Education. Professional organizations of all sorts have joined the movement, from the American Academy of Social and Political Science to the Modern Language Association of America. The tenor of all the resolutions has been similar; and all have contended that our own country has not been free from similar infringements on the rights of freedom to teach and to learn. "We regard the suppression of independent thought and of its free expression as a major crime against civilization itself," declared the American Association for the Advancement of Science. "Yet oppression of this sort has been inflicted upon investigators, scholars, teachers and professional men in many ways, whether by governmental action, administrative coercion or extra-legal violence. We feel it our duty to denounce all such actions as intolerable forms of tyranny."

Alumnae Can Help

Vassar Women Confer On School Needs

POUGHKEEPSIE, N.Y.—The effect of country-wide curtailment of public education expenditures, and the part college women can play in overcoming this handicap, was described recently to a conference of 125 representatives of Vassar Alumnae groups. Dr. Ruth Andrus, chief of the Parent Education Bureau of the State Department of Education, described the efforts of communities all over the United States to reduce tax costs by cutting education budgets and the ill effect this has had on the education program generally. Kathryn Starbuck, executive secretary of Skidmore College at Saratoga, told what college women can do to remedy the situation by intelligent co-operation with school boards and other methods within reach of the college-trained mother. They spoke at a dinner and reception which opened the annual meeting of representatives of Vassar Alumnae groups from all parts of the country. The theme for the conference was "College Women and Public Education," and aspects of that subject were discussed during the three-day meeting here.

Boys vs. Ministers

Latter Criticized for Protesting Arms Drill

NEW BEDFORD, Mass.—The Ministers' Union here, which recently voted to seek elimination of military training in New Bedford High School, was assailed by the school student council and advised to "find some means to eliminate from our city some of the glaring evils which are much more demoralizing to the youth of New Bedford." The statement censuring the clergy was issued in the council's behalf by Robert J. Kirkland, Jr., son of one of the thirty ministers who voted to seek ways and means to eliminate the R. O. T. C. from the high school curriculum. His father is pastor of the Church of the Nazarene. Asked what he meant by "glaring evils," the boy said "pool rooms." "Perhaps New Bedford would be just a little better place in which to live if our ministers would seek means to eliminate some of the glaring evils, instead of fussing over a school elective," the students' statement read.

Schooling by R. F. D.

LINCOLN, Neb.—A cheaper way for rural school children to get a "city education" is being developed by University of Nebraska extension experts.

Mail-order instruction is their answer to the problems of limited teaching staffs, reduced budgets and inadequate facilities at high schools in small communities.

Under this plan, started five years ago, the universities prepared a wide range of high school courses, worded so that preparatory students may understand them and designed to hold their interest. In co-operating schools students register for these courses as for any other and study under supervision of a teacher who needs no special knowledge of the subjects. Thus the gaps of a limited curricula are filled and expenses are cut.

As a result, about 360 students in more than 100 Nebraska, South Dakota, and Kansas schools received training this year in such specialized subjects as advanced art, Latin, and science, courses which might have been presented inadequately or not at all.

Esperanto Meetings

WASHINGTON. — The International Esperanto Congress convened late in May in Vienna, under the patronage of the President of Austria, Vilhelmo Miklas, and Chancellor Dolfuss. "Esperanto and Its Practice in the Schools" was the major subject of the meetings. From August 4 to August 11 Stockholm holds its twenty-sixth International Esperanto Congress. The Esperanto Association of North America holds its twenty-seventh annual congress from July 2 to 4, in Toronto, Canada.

BOSTON PUBLIC SCHOOLS: Examinations for admission to the six-year courses of the Latin schools will be held on Friday, June 8, and on Wednesday, September 12, at 9 o'clock A. M.; for boys at the Public Latin School; for girls at the Girls' Latin School.

Examinations for admission to the Boston high schools and to the four-year courses in the Latin Schools will be held on Wednesday, September 12, at 9 o'clock A. M., at The Teachers College, Boston.

Address all questions in regard to these examinations to Board of Examiners, 15 Beacon Street, Boston.

PHILIP J. BOND,
Chief Examiner.

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OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.
Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Glimpses of European Schools

(Continued from Page 312)

physical environment. They are reasonably well dressed, polite, and mentally alert.

Much of the actual practice teaching is done in selected schools in other parts of the city. Under these conditions there is usually but a single student teacher at work in each grade. The conference work based upon this practice is entirely under the direction of the Department of Education in the college. More than one-half of these student teachers are men.

The equipment of the Training Department is superior. In a seminar, Dr. Thompson's most advanced students were discussing and sharply criticizing certain recommendations of an English committee on the "leaving age," examinations, and so forth, affecting pupils at the chronological age of fifteen. They were unanimously in favor of a greater freedom from traditional examinations, but both they and the director manifested a degree of resignation which was to be expected.

The training systems at both Glasgow and Edinburgh are doing work similar to ours in Massachusetts. Apparently neither is preparing teachers as well for their immediate work, but both excel in academic background and in advanced professional courses. An American educator feels perfectly at home in the schools of Scotland, and must form a very favorable impression of education in that country, particularly in the teacher-training institutions.

BOOK TABLE

Settlers of the New World

WHEN WE WERE COLONIES. By Daniel C. Knowlton, Ph. D., Professor of Education, New York University, and Charles M. Gill, Ph. D., Professor of Education, New York University. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The art of crisp, vivid narrative has here been utilized to make history alive. But other arts have been employed also; among them, the art of putting each event and movement in its proper time and place relationships.

The pupil who studies "When We Were Colonies" will never have the feeling that he is groping about in some isolated spot which has nothing whatever to do with himself or his own time and country. Our colonial history is shown as a portion of "The Westward March of Man."

It is this correct orientation of the pupil at every point which is possibly the most strikingly excellent feature of the book. Take the story of the founding of Jamestown, for example. Before he reads that interesting story, the pupil glances at the present site of Jamestown, a virtually uninhabited peninsula. Then follows the contrasting picture of that same place in 1607, with ships tied to trees and pioneers working at their tasks.

The illustrations are selected with fine discrimination and are skillfully captioned. There is an abundance of pedagogical aids.

That fascinating period of our national history, before we were a nation, has been made to glow with life, in this fresh depiction, written for boys and girls who hate dullness, but love heroism, action, and the why of things.

Man the Overcomer

MAN'S ACHIEVEMENT. 1—To the Age of Steam. By Edwin W. Pahlow, Professor of the Teaching of History, Ohio State University. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company.

Not "just another" history of the world is this, but the story of mankind's adventure written with unusual zest and insight; made vivid with devices which old Herodotus himself might use if he were physically alive today and engaged in recounting what has taken place on this planet down through five milleniums.

Dr. Pahlow's conception of history is not that of a mere series of more or less connected happenings. Rather does he conceive of history as a chronicle of what man has done to remake the world about him and to remake himself. The student finds here no rattling of dry bones for dry bones' sake; nor any effort to magnify that which has no significance for us today. The student or the reader is constantly shown how he himself and his own family are parts of the great onward sweep of man's conquering spirit.

From the introductory note for teachers—who are called "Bearers of the Great Tradition"—to the one-page summary "in cipher" at the end of the book, there is manifest a remarkable sense of values, coupled with ingenuity in presentation both by word and by picture.

The volume in hand carries man's achievement to the age of steam. A second volume, now in preparation, will bring the story down to date. The book is for high school classes. This new history belongs to a small but growing group of texts which render fortunate the modern youth permitted to learn with these keen, modern tools.

Were every youth to become impressed with the lesson of this book—that he, too, "belongs to the ages" and has a duty to add something to man's achievement—critics of our educational systems would soon be silenced.

The Whole Child

MENTAL HYGIENE OF THE SCHOOL CHILD. By Percival M. Symonds, Ph. D., Associate Professor of Education, Teachers College, Columbia University. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Sufficient experience and experimental data have now been accumulated in the realm of mental hygiene to warrant definite conclusions as to certain points, and a comprehensive, well-organized treatment of the subject as it concerns the school child especially.

Dr. Symonds differs from many writers on this subject, in that he is master of a transparent, direct and interesting style. His words convey his meaning and his message; probably because he has a meaning and a message and knows what they are.

The writer regards mental health as a positive desideratum—though most of the emphasis heretofore has been upon the negative side, the removal or cure of mental ills.

There is an excellent chapter on the teacher's own adjustment.

Many of the past failures on the part of schools to enlist the pupil in the educative process, and to achieve in him a well-rounded personality, have been due to the fact that the school dealt only with the academic, not the whole child—and in many cases the academic child had only a hypothetical existence.

This book should give any teacher the essential groundwork regarding the more common causes of maladjustment in the classroom. It should assist greatly in the creation of a school atmosphere in which healthy mental growth is not only possible for the few, but probable for all.

What Occupation?

THE BOOK OF OPPORTUNITIES. By Rutherford Platt. New York, London: G. P. Putnam's Sons.

This "Dictionary of Jobs," as its sub-title names it, is packed with authoritative information about a vast number of occupations—in fact, some 3,500 of them; a larger number than are covered by any other book of the kind.

The work is a revision of one published in 1927. Obviously there have been many changes in vocational conditions since the earlier date, and "The Book of Opportunities" gains greatly from being done over in the light of recent experience.

Characterizations of different jobs are brief but clear and helpful. There are frequent quotations from persons whose opinions carry weight. The reader somehow gets the atmosphere of the different occupations.

Following many of the occupational descriptions are lists of carefully chosen books useful to the person consulting this dictionary.

To young people choosing their careers, or to adults forced to readjust themselves to new conditions, this book should be a godsend. Teachers and others engaged in vocational guidance can scarcely get along without it.

English for Juniors

THE OPEN DOOR ENGLISH SERIES. Books I, II, and III. By Zenos E. Scott, President State Teachers' College, Bridgewater; Harriet E. Peet, Research Scholar in Education, Cambridge, Mass.; Gertrude L. Robinson, High School, Newton, Mass.; Gladys M. Bigelow, Librarian, High School, Newton, Mass. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The makers of this three-book English series for use in the junior high school grades have produced a distinctive piece of work. They were well

aware of the difficulties involved in bridging the gap between the easy English lessons of the lower grades and those stiff assignments of the senior high school.

Real increase of language power needs to be gained. The pupil needs to acquire facility in the use of language for everyday situations. He needs to become not only creative, but self-critical. He needs to overcome his faults in diction. He needs to master the grammar that is really useful in the construction of sentences.

The books are representative of the best techniques of present-day English teaching, and are marked by considerable ingenuity in the suggested activities and theme subjects. Pupils completing the work laid down in these texts will have served an uncommonly fine apprenticeship in the English language—and served it under uncommonly happy conditions.

"Tell Me a Story"

INTERNATIONAL SHORT STORIES. By Virginia Church. 474 pages. Dallas, Chicago, New York, San Francisco: Lyons and Carnahan.

Rarely indeed does one find between two covers so fine a collection of tales as have here been gathered by Virginia Church.

Open the book anywhere, and you can read a modern story that is fascinating, wholesome, and related with literary skill. Tragedy and humor, idealism and realism are present in varying proportions.

But it is more than a random sampling of crisp, clean fiction. The reader or the student sees what is characteristic in the narratives of different nationalities and races. The section devoted to any given country starts with an introduction, brief and interesting, to the short stories of the land in question. Authors are characterized with unusual vividness.

A general introduction enables the student to get at once a proper perspective upon the art of the modern short story as something deeply rooted in the ancient past, yet having its own distinguishing qualities.

Toward the end of the book comes a series of hints as to how you, the reader, may become a critic of the short story. The questions asked at this point call for analyses and comparisons that should eventuate in intellectual growth.

The English teacher who has looked in vain for a single volume adequately illustrating the best in modern short stories of many nations will greet this compendium with joy. And if by chance it gets into any home where some one still has the old-fashioned habit of reading aloud, this volume will be commandeered for that purpose.

English For World Use

THE SYSTEM OF BASIC ENGLISH. By C. K. Ogden, The Orthological Institute, Cambridge, England. New York: Harcourt, Brace and Company.

The loudest knock since Esperanto upon the door of international discourse is made by "Basic English." The idea is simple enough. If folks are too lazy or skeptical to learn a made-to-order language like Volapuk or Esperanto, why not tempt them with a language already familiar to a half billion of the earth's inhabitants? Why not make the task easier by agreeing upon a reduced vocabulary totaling fewer than a thousand words?

The groundwork for such a medium of communication has been laid. An English vocabulary of 850 words possessing amazing scope has been prepared and tested. A radical discovery has been made regarding the verb—that for economy's sake we may dispense with all but sixteen verbs, called operators; and by combining these with prepositions or direction words, we may get along rather well without any very obvious limping. Thus "enter" becomes "go in," and "climb" becomes "go up."

The present volume, "The System of Basic English," contains introductory and explanatory matter, the standard list of 850 words, and numerous examples of literature or documents translated into "Basic."

"Basic" will have mighty hurdles of indifference and lingual prejudice to overcome before it sweeps the world. But it is a sensible attempt to bring a closer understanding in an age which is practically forced, by radio and other circumstances, to resolve its Babel.

Delving Into Science

EXPLORING THE WORLD OF SCIENCE. By Charles H. Lake, Superintendent of Schools, Cleveland; Henry P. Harley, Fairmont Junior High Training School, Cleveland; Louis E. Welton, Assistant Principal, John Hay High School, Cleveland. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"Exploring the World of Science" bears evidence of wise adaptation to its purpose, which is to provide both a textbook and a laboratory manual (in a single volume) for a course in general science in the secondary school.

The subject is presented in a decidedly modern manner, with units subdivided into chapters and chapters into problems. The pupil's interest is awakened at the beginning of each fresh topic by means of an exploring story or a set of "Do You Know?" questions.

The sixteen units deal respectively with: Air, Sound, Water, Climate, The Universe, Soil, Basic Matter, Energy, Machines, Heat, Light, Electricity, Plants, Animals, Human Body Building and Health. Emphasis is put upon broad physical laws pertaining to man's environment.

Embodying as it does the latest investigations of science, offered in a fashion to attract and intrigue the pupil, this text should promote joyous and profitable study.

With such a text as this, any good teacher should be able to make general science fascinating, and at the same time to teach something of the scientific approach to all major questions.

The Olympians

MOLDERS OF THE AMERICAN MIND. A critical review of the social attitudes of seventeen leaders in American Education. By Norman Woelfel. Cloth, 304 pages. Published by Columbia University Press, New York.

The underlying philosophies of seventeen of America's foremost educational thinkers are analyzed, described, and criticized in this book, which bears evidence of much painstaking study.

An introductory section is devoted to discussion of the contemporary social scene, with its implications for education. Against this introduction as a sort of background, the writings of the seventeen educational theorists are examined one after another; first, with a view to setting forth the intellectual offering of each; second, in order to comment upon the relative merits of the respective offerings.

Dr. Woelfel brought to his task keen perceptions and an evident desire to be fair. He has boldly undertaken to pigeon-hole and characterize these men: John Dewey, Herman H. Horne, Henry C. Morrison, William C. Bagley, Ellwood P. Cubberley, Thomas H. Briggs, Ross L. Finney, Charles H. Judd, David Snedden, Edward L. Thorndike, Ernest Horn, Werrett W. Charters, Franklin Bobbitt, George S. Counts, Harold Rugg, Boyd H. Bode, William H. Kilpatrick.

Generally speaking, he classifies them as: (1) followers of the Christian-capitalistic idea; or (2) worshipers of science as the supreme guide; or (3) members of the more radical cult of experimental naturalism. In addition he deftly particularizes for each individual.

The book is, on the whole, an excellent piece of educational criticism.

To read Dr. Woelfel's delineations and differentiations of his seventeen educationists, is to sharpen one's own powers of analysis. Indeed, there are intimations from some of the seventeen themselves that they have been stimulated by their critic to rethink their own positions.